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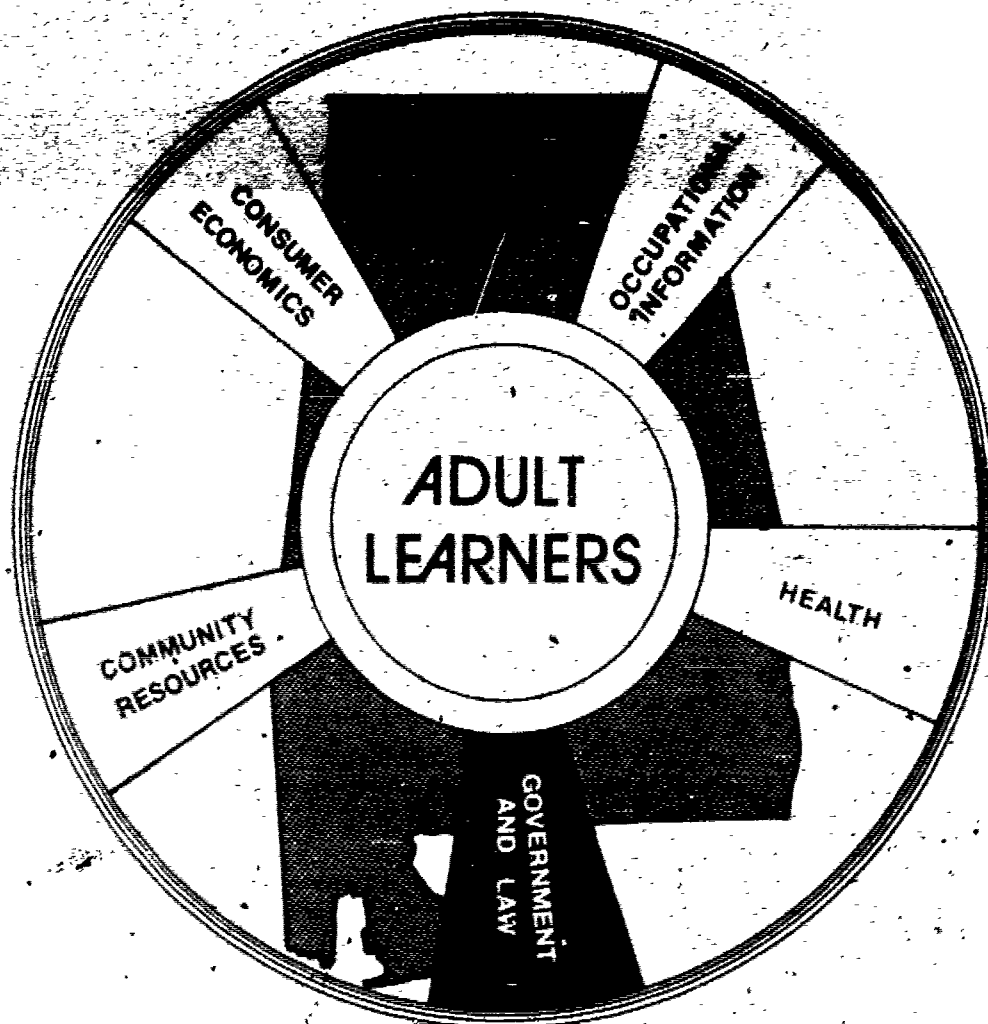
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ABSTRACT

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the government and law module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the government and law module is "to promote an understanding of society through government and law and to be aware of governmental functions, agencies, and regulations which define individual rights and obligations." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: vocabulary related to government and law; relationship between the individual citizen and the government; technical functioning of government and the relationship of the individual and the legal system; and governmental role in regulating economic activities of society and the American tax system. (A 1-page bibliography lists additional resources.) (EA)

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CAREER EDUCATION FOR ADULTS



**BASED ON ADULT
PERFORMANCE LEVEL STUDIES
APL Tasks and Instructional Modules**

A Cooperative Effort of
Auburn University
Vocational and Adult Education Department
Harry E. Frank, Project Director
and

Alabama State Department of Education
Adult Basic Education Division
Norman O. Parker, Coordinator

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FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of needs for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required.

so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine the feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five

groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

GENERAL KNOWLEDGE AREAS

Basic Skills	Occupational Knowledge	Consumer Economics	Health	Community Resources	Government and Law
	Communication skills				
	Problem solving techniques				
	Interpersonal relationships				

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,

such tasks were included as a separate section entitled, "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.

EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

NAME _____ POSITION: Instructor _____
Supervisor _____

Other _____

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) _____

Number of learners in each level: Level 1 _____
Level 2 _____
GED _____

Amount of Instruction time for this module _____

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

- (1) Instructor's perception of the need for the selected module.

High _____
Low _____
None _____

- (2) Supervisor's influence in selecting this module.

High _____
Low _____
None _____

- (3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.).

High _____
Low _____
None _____

- (4) Perception of learner's needs as expressed through group activities.
(Ex.: discussion, role playing, observation, case-study, etc.).

High _____
Low _____
None _____

- (5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High _____
Low _____
None _____

- (6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High _____
Low _____
None _____

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

- (1) Learner's interest and accomplishments.

High _____
Low _____
None _____

- (2) Effectiveness of instructor activities.

High _____
Low _____
None _____

- (3) Effectiveness of learner activities.

High _____
Low _____
None _____

(4) Effectiveness of resources.

High _____

Low _____

None _____

Suggestions for improvement of the module: _____

7

1

Adult Career Education

**GOVERNMENT
AND LAW
MODULE**

**Based on the APL Study
AUBURN UNIVERSITY
Vocational and Adult
Education**

Cover Designs:
Learning Resources Center
School of Education
Auburn University

GOVERNMENT AND LAW

INSTRUCTIONAL GOAL: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

DESIGNATOR SYSTEM: Those performance objectives related directly to government and law are designated GL and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task designator, then followed by the number for that objective. Thus, the designator code GL-1, T-1 means Government and Law performance objective one, task one.

CONTENTS:

- 1.) Government and Law performance objectives and tasks.
- 2.) Suggested advanced tasks for certain performance objectives.
- 3.) Bibliography of suggested resources not contained in the Resources sections of the task modules.

GOVERNMENT AND LAW

Performance Objective GL-1. To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each performance and enabling objective is covered.

TASKS: (Enabling Objectives)

T-1. Using available resources to become aware of and to develop a vocabulary pertaining to the three branches of the Federal government.

T-2. Using available resources to become aware of and to develop a vocabulary pertaining to state government.

T-3. Using available resources to become aware of and to develop a vocabulary pertaining to county and city government.

T-4. Given lists of words and symbols, to associate those words and symbols with their meanings.

T-5. To pronounce the words listed in GL-1, T-4.

T-6. To read the words listed in GL-1, T-4.

T-7. To write (print and cursive) the words listed in GL-1, T-4.

T-8. To spell the words listed in GL-1, T-4.

Performance Objective GL-2. To investigate the relationship between the individual citizen and the government.

TASKS: (Enabling Objectives)

T-1. To read relevant parts of the Constitution that explain the basic or ideal notion of democracy to the extent of being able to recognize the importance of equality of influence in political situations.

T-2. To list ways in which the individual can influence the government through his representatives, including such methods as writing a letter to his representative and becoming familiar with relevant issues of the day.

T-3. To study situations in which popular movements have led to government action, e.g., food and drug laws, voting rights laws, equal employment legislation. However, to be realistic, it should

be noted that the length of time between first cognizance of the problems and actual change in the social structure has often been considerable.

Performance Objective GL-3. To develop an understanding of the technical functioning of government.

TASKS: (Enabling Objectives)

T-1. To outline the concepts of party politics and to include why the two-party system has been successful.

T-2. To associate the names of prominent political and government officials with their positions. Also, to be able to identify these positions as either appointive or elective.

T-3. To establish familiarity with all facets of the voting process: meeting voter requirements, obtaining voter registration, and mastering actual balloting procedures.

Performance Objective GL-4. To understand the relationship between the individual and the legal system.

TASKS: (Enabling Objectives)

T-1. To become familiar with necessary legal terminology (e.g., court, law suit, etc.).

T-2. To list several examples of laws which apply to everyday life and to learn why these laws exist.

T-3. To know the rights of an individual if arrested.

T-4. To know how and when to obtain a lawyer.

T-5. To become familiar with the court system and to be aware of what disputes can be settled by the court system at its various levels.

Performance Objective GL-5. To obtain a working knowledge of the various legal papers which the individual will need as a member of society.

TASKS: (Enabling Objective)

T-1. To define the various areas of law where legal papers are used and the type of legal papers commonly employed.

T-2. Given examples of commonly used legal instruments, to be able to explain what they are used for and the meaning of the various terms encountered in the instruments.

T-3. To explain the purpose of bonds and the situations in which different kinds of bonds would be required.

Performance Objective GL-6. To understand the role of government in regulating the economic activities of society, and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire

TASKS: (Enabling Objectives)

T-1. To list some of the agencies of government which regulate economic activities.

T-2. To explain why the agencies in T-1 were deemed necessary by the government or the people.

T-3. To know why and how monopolies develop, and why laws were necessary to regulate monopolies and protect "free enterprise."

T-4. To know how the government uses licensing to regulate economic activity.

T-5. To list situations in which citizens must obtain licenses to operate their various businesses or services.

T-6. To know how the government uses licensing to regulate economic activities.

T-7. To list situations in which citizens must obtain licenses to operate their various businesses or services.

GL OBJECTIVE 7. To explore the relationship between government services or "social legislation" and the American tax system.

TASKS:

T-1. To list various kinds of Federal, State, and Local taxes (e.g., Federal taxes: income, gasoline, telephone; State taxes: income sales, liquor; Local taxes: property, sales).

T-2. To list ways in which taxes at each level provide for the citizens at that level (e.g., Federal: national defense, economic aid, mail services, Federal courts; State: school districts, mental hospitals, highways; Local: street repairs, hospitals, police, utilities).

T-3. To understand the reasons for "social legislation" which must be supported by taxes, e.g., the fact that some people cannot provide for themselves, fluctuations in the economy, the idea that the society as a whole will be healthier if all segments are cared for.

T-4. To understand the nature of the "ability to pay" or progressive tax system.

DESIGNATOR: GL-7, 1-1

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-7: To explore the relationship between government services and/or "social legislation" and the American tax system.

ENABLING OBJECTIVE T-1: To list various kinds of Federal, State, and Local taxes (e.g., Federal taxes: income, gasoline, telephone; State taxes: income sales, liquor; Local taxes: property, sales).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure and distribute pamphlets to learners.	1. Study "Understanding Taxes" pamphlet, pages 2-5.	1. UNDERSTANDING TAXES, I.R.E. publication #22, Farm Ed., 1973.
2. Read and discuss the pamphlet with learners.	2. Ask questions-discuss in class the six sources of income.	2. Same as #1.
3. Divide class into groups; a leader in each.	3-1 Participate in group to discuss the seven areas of government expenditure. 3-2 Discuss in groups the sources of federal income.	3. Learner group.
4. Lead class discussion on relating government income/expenditure and sources from previous tasks.	4. Participate in class discussion.	4. Same as #1.

DESIGNATOR: GL-7, T-2

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-7: To explore the relationship between government services and/or "social legislation" and the American tax system.

ENABLING OBJECTIVE T-2: To list ways in which taxes at each level provide for the citizens at that level (e.g., Federal: national defense, economic aid, mail services, Federal courts; State: school districts, mental hospitals, highways; Local: street repairs, hospitals, police, utilities).

INSTRUCTOR ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Arrange field trip to local jewelry store. Ask owner to explain excise tax to learners.
2. Visit local grocery. Ask manager to explain sales tax.
3. Follow-up visits to places of business by having learners calculate tax on various items.

1. Visit local jewelry store and identify various taxes on items.

1. Local jewelry store.

2. Visit local grocery. Ask manager to explain sales tax.

2. Visit grocery store, take notes on sales tax calculations.

2. Local grocery store.

3. Follow-up visits to places of business by having learners calculate tax on various items.

3. Calculate excise and sales tax on sample items.

3. Instructor prepared exercises.

4. Contact tax assessor for Property tax rate schedule.

4. Prepare questions to ask tax assessor.

4. Local tax assessor; obtain property tax rate schedules.

5. Explain property tax rates.

5. Participate in instructor led discussion on property tax.

5. Same as #4.

6. Guide learners in calculating tax on various property items.

6. Calculate property tax on various items.

6. Instructor prepared exercises.

DESIGNATOR: GL-7, T-3 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-7: To explore the relationship between government services and/or "social legislation" and the American tax system.

ENABLING OBJECTIVE T-3: To understand the reasons for "social legislation" which must be supported by taxes, e.g., the fact that some people cannot provide for themselves, fluctuations in the economy, and the idea that the society as a whole will be healthier if all segments are cared for.

INSTRUCTOR
ACTIVITY

1. Order TEACHING TAXES PROGRAM and other resources.

LEARNER ACTIVITY

1. Ask learners to write down as many different type taxes as they can think of.

RESOURCES

- 1-1 TEACHING TAXES PROGRAM. Washington, D. C.: Department of Treasury, Internal Revenue Service. (Free to instructor.)
- 1-2 Cramm, Doris H. and Lyle, Maxwell. CONSUMER TAXES (Unit II). St. Peter, Minn.: Delta Pi Epsilon, Inc. Gustavus Adolphus College, 1970.
- 1-3 Lawson, Gary D. EVERYDAY BUSINESS. Elk Grove, California: Elk Grove Unified School District, 1964.

2. Plan activities using above resources to instruct learners on calculating tax rates.

2. Participate in Teaching Taxes Program, using own family to obtain number of dependents and various incomes.

2. Use samples of Federal Income Tax forms.

3. Invite speaker from Internal Revenue Service office to answer learner questions.

3. Listen to speaker and ask questions.

3. Local Internal Revenue Service Office, obtain speaker.

GL-7, T-3. continued.

4. Instruct learners to write in sentence form an explanation of each type of tax that has been discussed in class.
4. Write a sentence to define each type of tax.
4. Use the previous 3 references to select the taxes for learners to define.

DESIGNATOR: GL-7, T-4 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-7: To explore the relationship between government services and/or "social legislation"

3. Add the American Federation of Labor and Congresses Industrial Organizations to the list of labor unions.

ENABLING OBJECTIVE T-4: To understand the nature of the ability to pay a progressive tax system.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Ask learners to bring latest W-2 forms, pass out copies of pie graph reproduced from resource GL-7, T-3.	1. Relate own taxes to percentage given in resource GL-7, T-3.	1-1 UNDERSTANDING TAXES. I.R.S. publication #22, Farm Ed., 1973. 1-2 W-2 forms.
2. Have learners figure their own contribution in dollars and cents using and make a pie graph showing such.	2. Using information given, figure own tax contribution and make pie and bar graph relating tax to income.	2. See resources #1-1.
3. Contact Pensions & Security office for local speaker.	3. Prepare questions for speaker. Include a question relative to which taxes support the program.	3. Speaker from Pensions & Security office.

DESIGNATOR: GL-1, T-1

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each performance and enabling objective is covered.

ENABLING OBJECTIVE T-1: Using available resources to become aware of and to develop a vocabulary pertaining to the three branches of the Federal government.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Make and reproduce a list of words pertaining to the Federal system of government.

1. Identify words and reinforce meaning if necessary.

1. Government Manual - UNITED STATES GOVERNMENT ORGANIZATION MANUAL. Washington: Government Printing Office, 1968.

2. Make organizational chart of the (3) branches of the government.

2. Discuss chart.

2. See resource #1 and #7.

3. Preview film. Make notes on major factors.

3. Filmstrip - MAN'S GOVERNMENT. Encyclopedia Britannica, 1955.

4. Show filmstrip and lead discussion.

4. View filmstrip and participate in discussion.

5. Present a copy of constitution to learner and read those parts pertaining to the 3 branches of government.

5. Look over the constitution and listen as the instructor reads the part of the constitution pertaining to 3 branches of government.

5. Constitution (U.S.) and resource #8.

DESIGNATOR: GL-1, T-1

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each performance and enabling objective is covered.

ENABLING OBJECTIVE T-1: Using available resources to become aware of and to develop a vocabulary pertaining to the three branches of the Federal government.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Make and reproduce a list of words pertaining to the Federal system of government.

1. Identify words and reinforce meaning if necessary.

1. Government Manual - UNITED STATES GOVERNMENT ORGANIZATION MANUAL. Washington: Government Printing Office, 1968.

2. Make organizational chart of the (3) branches of the government.

2. Discuss chart.

2. See resource #1 and #7.

3. Preview film. Make notes on major factors.

3. -----

3. Filmstrip - MAN'S GOVERNMENT. Encyclopedia Britannica, 1955.

4. Show filmstrip and lead discussion.

4. View filmstrip and participate in discussion.

4. See resource #3.

5. Present a copy of constitution to learner and read those parts pertaining to the 3 branches of government.

5. Look over the constitution and listen as the instructor reads the part of the constitution pertaining to 3 branches of government.

5. Constitution (U.S.) and resource #8.

GL-1, T-1. continued.

6. Discuss the federal government based on 6. Participate in discussion.
the preceding activities.

7. -----

7. -----

7. Katie Baer. GOVERNMENT BY
THE PEOPLE, GOVERNMENT AND
VOTING - PART 1. New York:
New Readers Press, 1972. pp. 5-27
and pp. 54-62.

8. -----

8. -----

8. WHAT YOU SHOULD KNOW ABOUT
THE U.S. CONSTITUTION AND THE
MEN WHO WROTE IT. New York:
Scholastic Book Services, 1966.

DESIGNATOR: GL-1, T-2 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-2: Using available resources to become aware of and to develop a vocabulary pertaining to state government.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make and reproduce a list of words pertaining to the state government.	1. Read list orally.	1. Government Manual ALABAMA GOVERNMENT MANUAL. University, Alabama: Bureau of Public Administration, 1973.
2. Make organizational chart of 3 branches of state government.	2. Discuss chart, ask questions.	2. Resource #1.
3. Invite state representative to speak to class.	3. Listen and formulate questions pertaining to speech.	3. State Representative.
4. Discuss lecture of resource person and earlier covered material.	4. Discuss.	4. Resource #3.
5. Present work text to learners, work together and lead discussion.	5. Read work text, discuss.	5. Paperback - OUR UNITED STATES. Syracuse, New York: New Readers Press, 1965.

DESIGNATOR: GL-1, T-3

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-3: Using available resources to become aware of and to develop a vocabulary pertaining to county and city government.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Make and reproduce a list of words pertaining to county and city government.

1. Review list, read orally and identify words and use them in sentences.

1. County Courthouse, Chamber of Commerce, League of Women Voters, Local Government and resource #4.

2. Name and discuss the elected officials filling county and city government positions.

2: Participate in class discussion.

2. Resource #1.

3. Invite resource person from county and city government.

3. Ask pertinent questions.

3. Knowledgeable persons from county or city government - Mayor, Judge, County Commissioner, Probate Judge, etc.

4. Eugene J. Hall. MAKING GOVERNMENT WORK FOR YOU. New York: Simon and Schuster, Inc., 1970. pp. 5-54.

DESIGNATOR: GL-1, T-4 AREA OF KNOWLEDGE:---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-4: Given lists of words and symbols to associate those words and symbols with their meaning.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Make and reproduce a list of words and obtain a list of symbols, about government and law.

1. Receive list. Review and study list of words and use them in sentences.

1-1 TRAFFIC SIGNS AND MARKINGS.
Montgomery: The American Association of State Highway Officials, State Highway Department.
1-2 Local district attorney and resource #6.

2. Through group discussion consider meanings of each word on list.

2. See resource #1.

3. Construct a work sheet with symbols related to government and law with space for the learners to match correct word and symbol.

3. Match the correct word with the correct symbol on work sheet.

3. Ratcliffe, Robert H. CRIMES AND JUSTICE. Boston: Houghton Mifflin Co., 1969.

4. Preview filmstrip (Government in Action). Outline major activities.

4. Filmstrip-GOVERNMENT IN ACTION. Encyclopaedia Britannica, 1953.

GL-1, T-4 continued.

6. -----

6. -----

6. Katie Baer. THE PEOPLE'S
POWER: GOVERNMENT AND VOTING.
PART 2. New York: New Readers
Press, 1972. pp. 5-14 and pp. 26-
48.

DESIGNATOR: GL-1, T-5 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-5: To pronounce the words listed in GL-1, T-4.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Supply learners with a list of words in the area of government and law.	1. -----	1. See GL-1, T-4.
2. Lead group discussion reviewing the meaning of the words in 1.	2. Participate in the review of words in the area of government and law.	2. Same as above.
3. Divide words into syllables.	3. Divide words into syllables and pronounce.	3. GIFT-GOOD IDEAS FOR TEACHING READING TO ADULTS. Montgomery: State Department of Education, 1972.
4. Discuss the likeness and difference in words and letters.	4. Circle words that are alike; same beginnings, and same endings.	4. Same as #3.
5. Secure pictures related to government and law and have learner secure pictures.	5. Secure pictures as directed.	5. Magazines, newspapers, contact grocery store for pictures.
6. Use picture-word associations.	6. Match pictures to words.	6. -----

DESIGNATOR: GL-1, T-6 AREA OF KNOWLEDGE--GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-6: To read the words listed in GL-1, T-4.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Lead group discussion about resource person that is knowledgeable in government and law. 1-2 Invite learner-selected speaker.	1-1 The learner will help select a resource person to speak to the class about government and law. 1-2 Listen to speaker and ask pertinent questions.	1. Knowledgeable person in government and law: a. Lawyer b. Probate Judge c. Patrolman d. Sheriff
2. Secure cards, paper and poster board.	2-1 Write words on cards pertaining to government and law. 2-2 Write paragraph and underline new words. 2-3 Read the cards and paragraph.	2-1 Cards and paragraph. 2-2 YOUR DRIVING HANDBOOK. Montgomery: Department of Public Safety. (Contains definitions of words and terms, traffic signs and symbols.)
3. Secure newspaper, magazines, pamphlets and instruct learners to bring publications containing government and law articles.	3-1 Bring newspapers, magazines and clippings about government and law. 3-2 Read in class and identify words in the articles that pertain to government and law.	3. Newspapers, magazines and cards.

DESIGNATOR: GL-1, T-7

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-7: To write (print and cursive) the words listed in GL-1, T-4.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Reproduce a work sheet of the words and symbols encountered in the area of government and law.
 1. Print and write (match) the words to the correct symbol.
 1. See GL-1, T-1 and GL-1, T-4.
2. Write a model paragraph for an example, "Facts About Dangerous Drugs" and discuss.
 2. Write or print a paragraph about a given topic in government and law.
 2. FACTS ABOUT DANGEROUS DRUGS. Birmingham: Bureau of Narcotics and Dangerous Drugs. U. S. Department of Justice Oxmoor Press, 1972.

DESIGNATOR: GL-1, T-8 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-1: To develop a working vocabulary related to government and law in order to understand its function in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.

ENABLING OBJECTIVE T-8: To spell the words listed in GL-1, T-4.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a list of words in the area of government and law from GL-1 and give to learners.	1-1 Study and recognize the words on list. 1-2 Associate words and pictures.	1. Words from GL-1.
2. Reproduce a work sheet of words- some spelled correct and other incorrect.	2-1 Circle words spelled correct on work sheet. 2-2 Compare word-likeness and difference.	2-1 Instructor-made work sheet. 2-2 GL-2, #3.
3. Prepare a paragraph in the area of government and law and delete every eighth or tenth word.	3. Fill in blank in paragraph spelling words correctly.	3-1 Written paragraph. 3-2 Words in GL-1.

DESIGNATOR: GL-2, T-1

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-2: To investigate the relationship between individual citizen and the government.

ENABLING OBJECTIVE T-1: To read relevant parts of the Constitution that explain the basic or ideal notion of democracy to the extent of being able to recognize the importance of equality of influence in political situation.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Obtain copies of the constitution and give to the students.

1. Look over constitution.

2. Read with learners the preamble and Bill of Rights. Discuss.

2. Participate in class discussion.

3. Preview filmstrip. Show to learners.

3. View filmstrip.

4. Preview additional filmstrip and show to learners.

4. View filmstrip.

5. Discuss the two filmstrips in order to enable the learner to recognize the importance of equality of influence in the political situation.

5. Participate in discussion.

1. U. S. Constitution and YOU AND YOUR NATIONAL GOVERNMENT.
U. S. Pamphlet #273. Washington, D. C. 1730 M St., N. W., 1970.

2. See resource #1.

3. Filmstrip - THE CONSTITUTION. Monterey, California: McGraw-Hill Book Co., Inc.

4. Filmstrip - FOUNDATIONS OF DEMOCRACY IN THE U. S. Jan Handy.

5. Same as #3 and #4.

DESIGNATOR: GL-2, T-2 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-2: To investigate the relationship between the individual citizens and the government.

ENABLING OBJECTIVE T-2: List ways in which the individual can influence the government through his representatives, including such methods as writing a letter to his representative and to becoming familiar with relevant issues of the day.

INSTRUCTOR ACTIVITY LEARNER ACTIVITY

RESOURCES

1. Distribute pamphlets regarding government and citizen responsibility. Discuss.

1. Read and discuss the materials and list 3 ways individuals can influence government.

1-1 U. S. Government Pamphlet-Office of U. S. Representative, Washington, D. C.
1-2 Pamphlet - WHEN TO WRITE TO WASHINGTON: A GUIDE FOR CITIZEN ACTION. Washington: League of Women Voters, 1971.

2. Begin compiling poster board list.

2-1 Contribute to compiled list.
2-2 Make private list.

2. Baer, Katie. THE PEOPLE'S POWER, PART 2. New York: New Readers Press, 1972.

3. Review letter-writing techniques.

3. Write down correct parts of business letter.

3. LANGUAGE, Austin: Steck-Vaughn, 1963.

4. Instruct learners to write letter giving name and address of representative.

4. Write letter.

4. Same as #3.

5. -----

5. -----

5. Eugene J. Hall. MAKING GOVERNMENT WORK FOR YOU. New York: Simon and Schuster, 1970. pp. 77-96.

DESIGNATOR: GL-2, T-3

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-2: To investigate the relationship between the individual citizen and the government.

ENABLING OBJECTIVE T-3: To study situations in which popular movements have led to government action; e.g. food and drug laws, voting rights laws, equal employment legislation. However, to be realistic, it should be noted that the length of time between first cognizance of the problems and actual change in the social structure has been considerable.

INSTRUCTOR ACTIVITY

1. Secure and preview filmstrip on Foundations of Democracy.

2. Prepare a list of persons responsible for leading movements and why.

3. Ask leaders of any local movements to address class.

4. -----

LEARNER ACTIVITY

1. View filmstrip and identify movements which have led to government action.

2. Take instructor-made materials and match person to the movement they led.

3. Listen and ask questions of speaker.

4. -----

RESOURCES

1. Filmstrip - FOUNDATIONS OF DEMOCRACY IN THE U. S. Jan Handy, n.d.

2-1 Baer, Katie. GOVERNMENT BY THE PEOPLE, PART 1 and PART 2. Syracuse, New York: New Reader's Press, 1972, and handout from resource #4.

2-2 Local newspaper files.

3. Local leaders.

4. Hartley, William H. and William S. Vincent. AMERICAN CIVICS. New York: Harcourt, Brace and World, Inc., 1967. Chapter on The American Federal System. (Handout from workshop.)

DESIGNATOR: GL-3, T-1 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-3: To develop an understanding of the technical functioning of government.

ENABLING OBJECTIVE T-1: To outline the concepts of party politics to include why the two-party system has been successful.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Lead group discussion about the two party system.
 - 1-1 Participate in class discussion.
 - 1-2 Question and answer period.

- 1-1 Baer, Katie. THE PEOPLE'S POWER, GOVERNMENT AND VOTING, PART 2. New York: News Readers Press, 1972. pp. 9-31.
- 1-2 Work text. OUR GOVERNMENT. Austin, Texas: Steck-Vaughn, 1966.

2. Secure newspaper, books, magazines, pamphlets - instruct learners to bring materials pertaining to the two parties.
 - 2-1 Bring publications about the two party system.
 - 2-2 Group discussion.
 - 2-3 Question and answer period.

2. Local newspapers, books, pamphlets, leaflets - Local County Courthouse materials.

DESIGNATOR: GL-3, T-2 AREA OF KNOWLEDGE--GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-3: To develop an understanding of the technical functioning of government.

ENABLING OBJECTIVE T-2: To associate the names of prominent political and government officials with their positions. Also to be able to identify these positions as either appointive or elective.

INSTRUCTOR
ACTIVITY

- 1-1 Lead group discussion about local and state elective and appointive officials.
- 1-2 Invite local and state government officials as speakers for various class meetings.

LEARNER ACTIVITY

- 1-1 Help select local and state officials for class discussion; participate in discussion about the duties, and positions of the officials.
- 1-2 Listen to speaker; formulate questions.
- 1-3 Ask questions.

RESOURCES

1-1 Local and State Officials (See ABE Workshop Handout - An Outlook On Our American Federal System.)

- a. Probate Judge
- b. Tax Collector
- c. Circuit Clerk
- d. County Agent
- e. Representative
- f. Senator
- g. Commissioner

1-2 ----- OUR UNITED STATES.
Austin, Texas: Steck-Vaughn, 1966.

- 2. Secure cards, paper and poster board.

- 2-1 Write name and position of government officials on cards.
- 2-2 Identify officials as either elective or appointive.

- 2. Poster cards, chalk board.

DESIGNATOR: GL-3, T-3 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-3: To develop an understanding of the functioning of government.

ENABLING OBJECTIVE T-3: To establish familiarity with all facets of the voting process: meeting voter requirements, obtaining voter registration, and mastering actual balloting procedures.

INSTRUCTOR
ACTIVITY

- 1-1 Obtain pamphlets, brochures and booklets that list the circumstances in which public voting takes place.
- 1-2 Issue items to learners and review information.

LEARNER ACTIVITY

- 1-1 Review pamphlets and booklets for educating oneself on the right to vote.
- 1-2 Discuss reviewed material.

RESOURCES

- 1-1 Pamphlet: VOTING UNDER STATE LAWS. U. S. Department of Labor, Washington, D. C., U. S. Government Printing Office, 1962..
- 1-2 Eugene J. Hall. MAKING GOVERNMENT WORK FOR YOU. New York: Simon and Schuster, 1970. pp. 17-25.
- 1-3 Katie Baer. THE PEOPLE'S POWER. New York: New Reader's Press, 1972. pp. 26-39.
- 2-1 Packets of sample voting materials and ballots procured from local voting authorities.
- 2-2 Ydavaris, Stephen. BEING AN INFORMED CITIZEN. Austin, Texas: Steck-Vaughn Company.

- 2-1 Read aloud and discuss in small groups the list of voting qualifications.
- 2-2 Study registration requirement and procedures and practice with materials for thorough understanding of marking ballots.
- 2-1 Secure a list of voter qualifications.
- 2-2 Secure packets of sample voting materials from local county election authority.
- 2-3 Issue packets of sample voting materials to learners and necessary guidance for utilization of voting materials.

GL-3, T-3 continued.

3-1 Make a list of the more difficult words found on registration forms; issue lists to learners and clarify unfamiliar terms.
3-2 Reproduce copy of registration form, issue to learners, and render instruction for practical application.
3-3 Request county voter registrar to discuss details of voter registration, including location and directions to place where voters may register.
3-4 Prepare and issue to learners a list of addresses to include specific room numbers where voters may register; direct learner discussion.

4. Plan a field trip to voter registration board and local tax accessor's office.

5-1 Explain to learners reasons for voting in precincts, wards, or districts.
5-2 Prepare chart of polling places according to local precincts, wards or voting districts; issue and explain chart in group and through individualized conferences.

3-1 Recognize, pronounce, and define words found on registration form.
3-2 Read registration forms aloud, seek clarification of difficult terms, and fill in the required information correctly.
3-3 Participate in class discussion of voter registration requirements and places of voter registration in local area.
3-4 Learners will review the information given them and form into small groups and discuss any problems relating to voter registration.

4. Visit voter registration board and make inquiries on procedure for registering to vote and determine proper voting places through information furnished by member of the tax accessor's office.

5-1 Participate in discussion related to importance of proper voting location.
5-2 Review chart, locate and write down names of specific polling places.

3-1 Registration forms and dictionaries.
3-2 Copies of voter registration form.
3-3 County voter registrar and/or Probate Judge.
3-4 Refer to all resources and instructor-prepared list.

4-1 All previously listed resources.
4-2 Prepared routes of travel.
4-3 Telephone directory.

5-1 Alabama Code, County and city maps, and source from Office of Probate Judge.
5-2 a. Charts - Spatafora, Jack B. CITIZEN AND CITY GOVERNMENT.
Chicago: Rand McNally and Company.

GL-3, T-3, continued.

5-2 b. STATE VOTING HANDBOOK.
Montgomery: State Department.

6-1 Assign each learner a task to check on names of candidates and positions in upcoming election.
6-2 Secure local candidates to discuss with class the issues and campaign platform procedures.

6-1 Relate all factual evidence clearly pertaining to individual candidates and positions for the particular election.
6-2 Participate in group discussion.

6-1 Gibson, John. PRACTICAL POLITICAL ACTION. Boston: Houghton-Mifflin Co., 1970.
6-2 Local candidates from various political parties.

DESIGNATOR: GL-4, T-1

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-1: To become familiar with necessary legal terminology (e.g. court, law suit, etc.).

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Prepare and distribute list of words and their meanings.
 1. Receive and study list.
2. Explain SPUD Game: Have students choose teams. Each team will be given a word to spell, pronounce, understand (make a sentence) and define term.
 2. Play game.
3. -----
 1. Instructor's list, Handout from ABE workshop.
 2. Fish, Mietus and Snapp. APPLIED BUSINESS MANUAL. Cincinnati: South-Western Publisher, 1973.
 3. Hartley, William H. and William S. Vincent. AMERICAN CIVICS. New York: Harcourt, Brace and World, Inc., 1967.

DESIGNATOR: GL-4, T-2 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE CL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-2: To list several examples of laws which apply to everyday life and learn why these laws exist.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Point out to learners that laws affect every area that touches their lives.

1. Participate in discussion on laws that affect their daily living,

1. THE LAW AND YOU. Greenfield, Mass.: Channing L. Bete Co., Inc., 1973.

2. Prepare a list of areas where laws exist:
Example: Child labor laws, ABC Laws, etc.

Study list and try to think of other examples.

2-1 Crabtree, Arthur. YOU AND THE LAW. HOLT-BASIC EDUCATION: ADVANCED SERIES. New York: Holt, Rinehart and Winston, 1964.
2-2 Instructor made list.

3. Using examples in #2, show how each is a restriction and/or protection.
Example: Minors may not buy or drink whiskey.

3. Join in discussion and help decide whether laws are harmful or helpful.

3-1 Ratcliffe, Robert H. CRIMES AND JUSTICE, JUSTICE IN URBAN AMERICA. Boston: Houghton Mifflin Co., 1970.

RESTRICT
Person is not allowed to spend money as he pleases.

3-2 Ratcliffe, Robert H. LAW AND THE CITY, JUSTICE IN URBAN AMERICA. Boston: Houghton Mifflin Co., 1970
3-3 Instructor made list and resource #4.

4. -----

4. How a Bill Becomes Law (SA-166) Chicago: Field Enterprises Education Corp. Merchandise Mart Plaza; Revised 1970.

DESIGNATOR: GL-4, T-3

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-3: To know the rights of an individual if arrested.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Read to students their rights as would the authorities if learners were under arrest. (Role Play)

1. Respond to reading and discuss various facets of individual rights.

1-1 KNOW YOUR LOCAL RIGHTS.

Greenfield, Mass.: Channing L. Bete Co., Inc., 1969.

1-2 Fish, Mietus and Snapp. APPLIED BUSINESS LAW. Cincinnati: South-Western Publishers, 1972.

2. Secure resource person from local authorities.

2. Listen to speaker and ask questions.

2. Local Policeman, Sheriff, Lawyer.

DESIGNATOR: GL-4, T-4

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-4: To know how and when to obtain a lawyer.

INSTRUCTOR
ACTIVITY

1. List situations in which a lawyer would be needed.
2. Contact local Legal Aid Society, Public Defender or law firm concerning how to obtain a lawyer. Have resource person speak to learners.

LEARNER ACTIVITY

1. Discuss situations and relate personal experiences.
2. Listen to speaker and ask questions.

RESOURCES

1. Instructor prepared list.
- 2-1 Legal Aid Society.
Public Defender or local lawyers.
- 2-2 Records - Filmstrips - THE BATTLE FOR LIBERTY. Jam Handy. n.d.

DESIGNATOR: GL-4, T-5 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-5: To become familiar with the court system and to be aware of what disputes can be settled by the court system at its various levels.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare poster of 3 levels of courts (federal, state and local) showing authority of each.	1. Examine poster and decide where his personal dispute would be settled.	1. Instructor's Poster (see Handout ABE work shop) and resource #4.
2. Relate cases and have students decide which court would try case. (Role Playing)	2. Discuss cases.	2. Fish, Mietus and Snapp. APPLIED BUSINESS LAW. Cincinnati: South-Western Publishers, 1972.
3. Plan field trip to local court. Have judge explain his authority and court procedures.	3. Visit court and make inquiry of various court procedures.	3. Local judge and court.
4. -----	4. -----	4. Baer, Katie. GOVERNMENT BY THE PEOPLE: GOVERNMENT AND VOTING-PART 1. New York: New Reader's Press, 1972. pp. 65-71.

DESIGNATOR: GL-5, T-1 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-5: To obtain a working knowledge of the various legal papers which the individual will need as a member of society.

ENABLING OBJECTIVE T-1: To define the various areas of law where legal papers are used and the type of legal papers commonly employed.

RESOURCES

LEARNER ACTIVITY

INSTRUCTOR
ACTIVITY

1. Distribute word lists containing terms of kinds of legal papers - leases, contracts.

1. Examine work list, pronounce orally; suggest new terms.

1-1 Fonseca, John R. INTRODUCTION TO NEGOTIABLE INSTRUMENTS. Massachusetts: Addison-Wesley, 1967
1-2 Fonseca, John R. INTRODUCTION TO THE LAW OF SALES. Massachusetts: Addison-Wesley, 1967.
1-3 Instructor-made list.

2. Discuss terms and their relationship with various areas of law.

2. Formulate a question or questions relative to the discussion by the instructor; participate in discussion with class.

2. See resource #1-1 and 1-2.

3. Prepare Matching List.

a. Legal Paper b. Area of Law

3. Complete matching list.

3. Instructor-made list.

4. Correct and discuss matching list.

4. Correct own paper - question and discuss.

4. Refer to resources #1-1 and 1-2.

DIAGNATOR: CL-5, T-2

AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE CL-5: To obtain a working knowledge of the various legal papers which the individual will need as member of society.

ENGLING OBJECTIVE T-2: Given examples of commonly used legal instruments, to be able to explain what they are used for and the meaning of the various terms encountered in the instruments.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a chalk board list of commonly used legal instruments.	1. Choose 4 unfamiliar items from list and use them in sentences.	1. McKee, Fish, Mietus, Norbert and Snapp, James C. APPLIED BUSINESS LAW. Dallas: South-Western Publishing Company, 1972.
2. Discuss list in relation to their usage; discuss any unfamiliar terms.	2-1 Participate in discussion. 2-2 Write usage of your four terms.	2. See resource #1.
3. Present examples of where legal instruments might be used. Distribute.	3-1 Read and study examples. 3-2 Compose one theoretical example.	3. Instructor-made list.
4. Conduct class solving session. Discuss.	4. Read theoretical example and let class respond.	4. Refer to 1 and 3 resources.

DESIGNATOR: GL-5, T-3 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-5: To obtain a working knowledge of the various legal papers which the individual will need as a member of society.

ENABLING OBJECTIVE T-3: To explain the purpose of bonds and the situations in which different kinds of bonds would be required.

INSTRUCTOR
ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Distribute work sheets listing types of bonds.
2. Invite bondsman as speaker.
3. Discuss all types of bonds from instructor's list and from speaker's presentation include purpose and situations in discussion.
4. Instruct learners to write on mimeograph sheet the purposes of bonds and situations where they may be needed.

1. Become familiar with types of bonds.

2. Listen to presentation - then participate in question and answer session.

3. Participate in discussion.

4. Complete bond identification.

1. Price, Ray and Musselman, Vernon. GENERAL BUSINESS FOR EVERYDAY LIVING. New York: McGraw-Hill Book Company, 1966.

2. Local Bondsman.

3. See resource #1.

4. See resource #1.

DESIGNATOR: GL-6, T-1 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-6: To understand the role of government in regulating the economic activities of society, and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire.

ENABLING OBJECTIVE T-1: To list some of the agencies of government which regulate economic activities.

INSTRUCTOR LEARNER ACTIVITY RESOURCES

ACTIVITY

1. Lead group discussion and make a list on the chalk board of the agencies at the three levels of government which regulate economic activities.

1-1 Participate in making a list of government economic regulatory agencies.
1-2 Copy list and refer to agencies as necessary.

1-1 United States Government Organization Manual 1973-74. D. C. U. S. Government Printing Office.
1-2 Alabama Government Manual, Bureau of Public Administration, University of Alabama, 1973.
1-3 Laws relating to and fixing amount of privilege license and store license. Montgomery Department of Public Safety.
1-4 THE LAW AND YOU. Greenfield, Mass.: Channing L. Bete, Inc., 1973.

2. Lead group discussion as to why we have various levels of economic control by government - order to clarify any questions relating to which agencies regulate economic activity at the various levels.

- a. International (tariffs)
- b. Interstate (commerce)
- c. State and local

2. Refer to resource numbers listed above.

DESIGNATOR: GL-6, T-2 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-6: To understand the role of government in regulating the economic activities of safety and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire policies.

ENABLING OBJECTIVE T-2: To explain why the agencies in T-1 were deemed necessary by the government or the people.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead class discussion and list the resources that can provide information to explain why government regulation is necessary to protect the governments or the people in economic activities.	1-1 Participate in making a list of businesses and commercial activities which are regulated by Government. 1-2 Copy list and refer to businesses and activities whenever necessary.	1-1 Refer to list of resources posted at GL-6, T-5. 1-2 Same as 1-1. 1-3 Same as 1-1. 1-4 Same as 1-1. 1-5 The Law and You. Greenfield, Mass.: Channing L. Bete Co., Inc., 1973.

2. Lead group discussion as to why it is necessary to have economic regulation at the various levels of government.

2. Participate in group discussion in order to clarify any questions relating to economic regulation at various levels of government.

2. See resources #1-1 through #1-5.

DESIGNATOR: GL-6, T-3 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-6: To understand the role of government in regulating the economic activities of society, and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire policies.

ENABLING OBJECTIVE T-3: To know why and how monopolies develop and why laws were necessary to regulate monopolies and protect "free enterprise."

RESOURCES

LEARNER ACTIVITY

INSTRUCTOR
ACTIVITY

1. Have the learners identify terms such as restrict, inhibit, protect monopoly and concepts such as "free enterprise," and "laissez-faire."
1. Match items with meanings from dictionary and economics text.
- 1-1 Standard dictionary.
- 1-2 Instructor prepared list of items.
- 1-3 MANPOWER AND ECONOMIC EDUCATION. "Opportunities in American Economic Life" Teacher Manual, Joint Council on Economic Education, N.Y.C. 1968.

2. Prepare and distribute forms showing common situations and how each may be restricted, protected, or-controlled as in the case of public utilities and small businesses.
2. Join in group discussion of familiar restrictive and protective situations, and how the consumers interests are addressed and small businesses encouraged by federal and state regulatory agencies and commissions.
2. See resources listed above.

DESIGNATOR: GL-6, T-4 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-6: To understand the role of government regulating the economic activities of society, and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire policies.

ENABLING OBJECTIVE T-4: To know how the government uses licensing to regulate economic activities.

INSTRUCTOR ACTIVITY LEARNER ACTIVITY

RESOURCES

1. Prepare and distribute a sample list of areas in which economic laws and regulations apply.

1. To learn sample areas and prepare a list of other areas in which laws and regulations affect their economic lives.

1-1 GUIDE TO FEDERAL CONSUMER SERVICES. Office of Consumer Affairs, Executive Office of the President. D. C. USGPO. 1971.
1-2 Refer to all resources for Tasks #1, 2, and 3.

2. Point out to learners that economic laws and regulations of government affect every area that touch their lives.

2. Participate in a general discussion on economic laws and regulations and try to point out an area in which laws and regulations do not apply in economic activities.

2. See resource #1-1 and 1-2 above.

DESIGNATOR: GL-6, T-5 AREA OF KNOWLEDGE---GOVERNMENT AND LAW

PERFORMANCE OBJECTIVE GL-6: To understand the role of government in regulating the economic activities of society, and to observe how the philosophy behind regulation has changed in relation to "free enterprise" or laissez-faire.

ENABLING OBJECTIVE T-5: To list situations in which citizens must obtain license to operate their various businesses or services.

INSTRUCTOR
ACTIVITY

1. Lead group discussion and make a list on the chalk board of occasions when licenses are necessary - animal, businesses, trades, occupations, professions, drivers, cars, boats, trucks, etc.

LEARNER ACTIVITY

1-1 Participate in making list of occasions when licenses are necessary.
1-2 Copy list and refer to activities for class discussions.

RESOURCES

- 1-1 United States Government Organization Manual 1973-74 D. C., USGPO.
- 1-2 Alabama Government Manual. Bureau of Public Administration, University of Alabama, 1973.
- 1-3 Probate Judge's Office in your locality.
- 1-4 LAWS RELATING TO AND FIXING AMOUNT OF PRIVILEGE LICENSE AND STORE LICENSE. Montgomery State Department of Public Safety.
- 1-5 See GL-1, T-3, #2-2, Your Driving Handbook.
- 1-6 THE LAW AND YOU. Greenfield, Mass.: Channing L. Bete Co., Inc., 1973.

2. Lead group discussion as to why it is necessary to have licenses for the above list.

2. Participate in group discussion and clarify any questions relating to licenses.

2. Refer to all resources listed above.

Government and Law

Alabama Government Manual, Coleman B. Ransone, Jr., 1970, Bureau of Public Administration, University of Alabama.

Government and Health: The Alabama Experience, Robert T. Daland, 1955, Bureau of Public Administration, University of Alabama.

Government and Labor: The Alabama Program, Robert J. Frye, 1960, Bureau of Public Administration, University of Alabama.

Housing and Urban Renewal in Alabama, Robert J. Frye, 1965, Bureau of Public Administration, University of Alabama.

Natural Resources and an Informed Public, Robert B. Highsaw, 1954, Bureau of Public Administration, University of Alabama.

Public Affairs Pamphlets, 381 Park Avenue, South, New York, N. Y., 10016:
367. Equal Justice for the Poor Man.